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AUTHOR Irizarry, Ruddie A.; And Others
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ABSTRACT

Operating within the New York City Public School System for the past four years, this program offers direct services to Native American students and their parents by providing: (1) instruction in Native American history and cultural activities; (2) academic tutoring; (3) school/neighborhood liaisons; and (4) a resource center for information about Native Americans which includes a research library and telephone information service. Emphasis is on staff development and parental involvement. An evaluation based on data obtained from interviews with staff and participants, observations of various program activities, and examination of records indicates that the program has been successful in accomplishing its objectives, particularly in its school/neighborhood liaison component, in dissemination of information through the resource center and curriculum guides, and in its after school instructional program in Native American history and culture. Recommendations for next year include refinement of the history/culture tests and of the tutorial program, formulation of realistic competency standards in obtaining an Indian language instructor, implementation of better ways to collect needed information, and clarification and improvement of working relationships among the staff, the project director, the Board of Education, and the Parents' Committee. (CM)

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NATIVE AMERICAN EDUCATION PROGRAM

TITLE IV

INDIAN EDUCATION ACT

Function No. 5004-94701

FINAL EVALUATION REPORT

1978 - 1979

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NATIVE AMERICAN EDUCATION PROGRAM

TITLE IV

INDIAN EDUCATION ACT

1978-1979

Prepared by:

Ruddie A. Irizarry
Evaluation and Planning Manager
Office of Educational Evaluation

Judith A. Torres
Evaluation and Planning Specialist
Office of Educational Evaluation

Carol Douglas Stevens, Consultant
Office of Educational Evaluation

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TABLE OF CONTENTS

	Page
Chapter I - Program Description	
A. General Description	2
B. Target Population	2
C. Needs Assessment	5
D. Instructional Component	6
E. Staff Development	8
F. Affective/Supportive Services (School/Neighborhood Laison)	9
G. Curriculum Development	14
H. Resource Center	14
I. Parental Involvement	15
Chapter II - Program Goals and Objectives	17
Chapter III - Assessment Procedure	19
Chapter IV - Results	20
Chapter V - Conclusion and Recommendations	22

CHARTS AND TABLES

		Page
Chart A	Program Components	2
Chart B	Organizational Chart	2
Chart C	Reservations and Indian Villages in New York State	5
Table D	Demographic Data on Sample of Students Taken from Intake Applications	6
Chart E	Sample Questions from History/Culture Post-Test	8
Chart F	Tutees' Schools and Boroughs	9
Chart G	Conferences, Seminars and other Staff Development Activities	11
Chart H	Sample of one School/Neighborhood Worker's Contacts in Brooklyn Schools	13
Chart I	Sample of Telephone Request for Information Made to Resource Center	15
Chart J	Organizations or Categories of Library Users	15

Native American Education Program
1978-1979

Sites*: 1) The program rented space for its main office, classes, and Library-Resource Center at:

The American Indian Community House
10 East 38 Street
New York, N.Y.

2) The project director's office was located at:

The Office of Bilingual Education
66 Court Street
Brocklyn, New York

Chapter I - Program Description

A. General Description

The Native American Education Program is a unique, multi-service, special program operating within the New York City Public School System. It offers direct services to Native American students and their parents by providing:

a) instruction in Native American history, culture crafts, dance and music

b) academic tutoring

c) school/neighborhood liaisons.

In addition, it also provides a resource center for information about Native Americans which includes a research library and telephone information service. Staff development and parental involvement are strong features of the program. The program has been functioning for the past four years.

Native American students (grades k-12) and their parents may avail themselves of any and all of the program components depicted in Chart A:

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*The program will be relocated as of August 1, 1979.

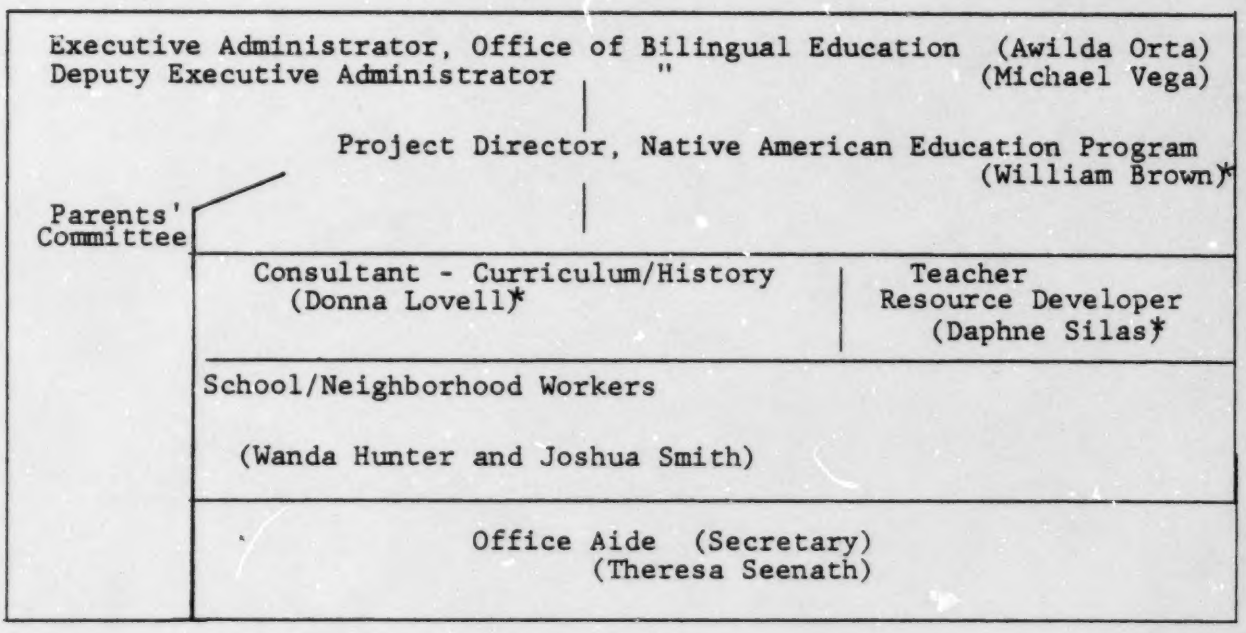
CHART A

Program Components

School/Neighborhood Liaisons	After School Instruction	Library Resource Center	Academic Tutoring
School Visits	Native American History/Culture	Library	Mathematics
College Information	Crafts	Films & Records	Reading
Face-to-face home or center contacts	Music & Dance	Telephone Information Service	English Subject Areas

CHART B

Organization


Executive Administrator, Office of Bilingual Education (Awilda Orta)
Deputy Executive Administrator " (Michael Vega)
Project Director, Native American Education Program (William Brown)*
Parents' Committee
Consultant - Curriculum/History (Donna Lovell)*
Teacher Resource Developer (Daphne Silas)*
School/Neighborhood Workers
(Wanda Hunter and Joshua Smith)
Office Aide (Secretary)
(Theresa Seenath)

*Positions vacated as of June 30, 1979.

B. Target Population

The Native American population in New York City is not a visible minority. There are no reservations or Indian ghettos. It is estimated that there may be four hundred eighty-six (486) Native American children attending schools in the New York City School System, but this estimation is very conservative. Each year the Board of Education conducts an Ethnic Survey in which teachers identify the race of their students on a visual basis. Less than one percent of the students are identified as American Indian. Some of the difficulties involved in the identification of this population stem from the following factors:

a) There is no one identifiable language. Most urbanized Indian children speak only English.

b) American Indians are not easily recognizable. Mixtures among Indians, Whites, Blacks, Orientals and Hispanics have resulted in a diversified group of people who may be regarded as Indian or Native American.*

c) Because of the persistence of negative stereotyping, many students and parents who are of Indian descent prefer to identify with another racial group (i.e., Spanish surnamed children may identify themselves only as Hispanic).

*According to Federal guidelines, Native American means American Indian, Native Hawaiian, and Alaskan Native. American Indian means any individual who is a member or a descendant of a member of a North American tribe, band or other organized group of Native people who are indigenous to the continental United States. This includes any individual who claims to be an Indian and who is regarded as such by the Indian community of which he or she claims to be a part.

d) the criteria used to identify Indians not living on reservations and of mixed heritage vary, as may be witnessed in fluctuations in census-taking.

1970 - Persons of mixed descent were asked to report the race with which they identified, or their father's race.

1960 - Persons of Indian and White mixture were reported as Indian only if they were enrolled in an Indian tribe. Persons of Indian and Black ancestry were reported as Indian only if the Indian ancestry predominated.

1950 - Persons of mixed Indian and Black or White ancestry were categorized as "other".

Parents of student participants in the Native American Education Program must file applications documenting that their children have at least one grandparent who was a member of a tribe. Most parents are able to specify the tribe or tribes of their ancestry, and many of the parents themselves grew up on reservations. Some of the parents and children come from the seven reservations and four Indian Villages located in New York State. (See Chart C.) Others are descendants or emigrants from reservations all across the country. According to a sample of participants who filed applications this year, the two tribes most represented are the Mohawks and Cherokees. (See Chart C). Students range in age from five to eighteen, and grades Kindergarten to 12. They come from all sections of the City including Governor's Island.

CHART C

Reservations and Indian Villages
in New York State

	NAME	NATION	LOCATION
1.	Allegheny Reservation	Seneca	Allegheny River, Route 17
2.	Tuscarora Reservation	Tuscarora	Niagara County
3.	Cattaraugus Reservation	Cayuga, Seneca	along Route 438
4.	Oil Spring Reservation	Seneca	Allegheny County
5.	Onondaga Reservation	Onondaga	Nedrow-6 mi. South of Syracuse
6.	Poosepatuck Reservation	Poosepatuck	Masic River near Brookhaven, Long Island
7.	St. Regis Reservation	Mohawk	Franklin County, Route 37
8.	Matenecok Indian Village		Cold Spring Harbor, Long Island
9.	Abenaki Indian Village		Lake George
10.	Montawk Indian Village		Stony Brook & Wading River, Suffolk County
11.	Shinnecock Indian Village		Suffolk County, near Southhampton

CHART D

Demographic Data on Student Sample

Taken from Intake Applications

N=63

Home Boroughs	#	%
Brooklyn	27	42
Bronx	18	28
Queens	11	17
Manhattan	5	8
Staten Island	2	3

Ages
range - 5 to 18
mode - 11

Grades
range K-12

SCHOOLS		TRIBAL AFFILIATION
1. PS 21	19. Alexander Hamilton H.S.	
2. PS 164	20. Charles Hughes H.S.	1. Mohawk
3. PS 277	21. Jan Addams H.S.	
4. PS 7	22. Clinton H.S.	2. Cherokee
5. PS 76	23. Mabel Dean Bacon H.S.	
6. PS 205	24. Ft. Hamilton H.S.	3. Blackfoot
7. PS 32	25. Tilden H.S.	
8. PS 140	26. Abraham Lincoln H.S.	4. Sioux
9. PS 57	27. Thomas Edison H.S.	
10. PS 72	28. Wingate H.S.	5. Navajo
11. PS 321	29. Walton H.S.	
12. PS 231 Annex	30. Hillcrest H.S.	
	31. Forest Hills H.S.	6. Hopi
13. IS 78	32. Martin Van Buren H.S.	
14. IS 167	33. Colombus H.S.	7. Chippewaian
15. IS 96	34. H.S.of Performing Arts	
16. IS 174		8. Wampanoag
17. IS 25		
18. IS 61		

C. Needs Assessment

Native American students in public schools have not received adequate instruction in their heritage since most teachers have not themselves been knowledgeable enough about Indian affairs. Historically this population has been educationally short-changed and has been severely over-represented among the chronically poor and unemployed. Therefore, the Indian Elementary and Secondary School Assistance Act (Part A of Title IV of the Education Amendments of 1972) mandates the establishment of programs designed to meet the special educational needs of Indian students.

In New York City the problems of urban adjustment are further complicated by isolation and the lack of supportive structures available to other minority groups. For the past four years, the Native American Education Program has strived to identify and assist the relatively small population of Indian students who are scattered throughout the City's schools.

D. Instructional Component

1. Classes

History and Culture classes were conducted twice a week at the Center after school, throughout the funding period. Since students entered the program at various points in the year, only a few students attended all sessions. Thirty-six students attended classes throughout the year. Approximately fifteen students were in attendance at each session. Instruction covered historical as well as cultural components of Native American life, and illustrated the distinguishing characteristics of various nations and regions as well as the common values and cultural features which unite them.

Staff members designed units of instruction which were continuously updated. Instructional materials included books, slides, movies, and records. The library was available for student use. Trips were made to the Museum of the American Indian and the Shinnecock Indian Village.

Pre-and post-terms were administered at the beginning and at the end of the course. The test was administered orally and included slide and record identifications.

The following is a sample of the 50 questions contained in the post-test:

CHART E

Sample Questions from

History/Culture Post-Test

1. Name two clans of the Mohawk Nation.
2. Name two ceremonies of the Iroquois.
3. What was the function of the Totem Pole?
4. What happened on the Day of the Greasy Grass?
5. What was the name of the religious dance done in the Plains?
6. Name two language groups of the North West Coast.
7. The Black Hills are located in the area of North America called _____.
8. The Navajo lived in round shaped dwellings called _____.
9. The Navajo are known by what other name?
10. The Confederacy in Long Island was known as the _____ Confederacy.

Craft classes were held three times a week at the Center. The instructor was the program's School/Neighborhood Worker. On display are samples of work done by the students. They included shawls, necklaces, moccasins, hair ornaments, bone chokers, beadwork, headbands, earrings, fans, leather vests, and pottery.

Music and native dances were also taught.

2. Academic Tutoring

Eight students received one-to-one tutoring during the year, mainly in English and Reading. Three of the tutors were teachers assigned from the Board of Education who worked on a part-time basis; one of the program's School/Neighborhood workers also tutored.

Although progress records were not kept, it was felt that tutoring was instrumental in each student's being able to pass on to the next grade.

CHART F

Schools and Boroughs of Students Tutored

Schools	Boroughs
IS 52	Brooklyn
Evander Childs H.S.	Bronx
J.H.S. 142	Bronx
High School of Performing Arts	Manhattan
Wagner H.S.	Staten Island
PS 112	Brooklyn
PS 40	Brooklyn

E. Staff Development

The nature and diverse activities of the program necessitate staff members who are keenly sensitive and knowledgeable about Native American affairs, and are both versatile and committed. They must be professionals who seek to advance their education, and who stand as

examples of accomplishments in the Native American community. The staff must demonstrate competency in performing the following program activities:

a) developing curriculum in Native American history/ culture which is utilized in teaching the program's classes and is made available to public school teachers

b) providing factual information and resources for students, parents, and researchers

c) working with producers of books, films, and records for and about Native American children (eg. the staff collaboration with the Council on Interracial Books for Children)

d) teaching traditional crafts

e) selecting appropriate materials for the library resource center

f) selecting and exposing children to enriching cultural experiences

g) making presentations at City colleges and schools (staff member made a presentation at Baruch College)

Staff development is enhanced through participation at relevant conferences and seminars as well as engaging in scholarly research.

CHART G

Conferences, Workshops and other

Staff Development Activities

1978-1979

Conferences attended by staff	
August, 1978	New York State Indian Education Coalition Conference - SUNY, U. of Brockport
September 24-27	Title IV Technical Assistance Conference Grand Rapids, Michigan
October 8-11	NIEA Indian Education Conference Niagara Falls
Workshops	
Pottery Workshop	July-August, 1978: Crafts teachers attended classes given in Brooklyn, N.Y.
City of University of New York	Two staff members attended monthly seminars at the Office of Admissions; sessions were to orient guidance counselors and other staff members as to CUNY programs and admissions procedures. The seminars were intended to strengthen staff members' competence in college advisement for high school students.
Bronx Career Counseling	Four staff members went for orientation with the Center's data processing facilities. The center maintains data files on college information, available scholarships and financial aid, etc.

Smithsonian Institution	Program teachers undertook research for curriculum development, August, 1978.

F. Affective/Supportive Services - School/Neighborhood Liaison

School/Neighborhood workers (2) visit all City schools reporting at least one Native American student. Since the Ethnic Survey data is a year old when received and because of the difficulty in identifying Native American students, workers often visit schools which did not report any students. In many cases students have been identified who had not been counted in the survey. At the schools, the workers meet with the principal or guidance counselor, explain the program and distribute literature. (A well detailed brochure and an application form have been developed by the staff.) The school's personnel may identify the students and distribute the information. Workers may be allowed to meet with students, parents and teachers, and have been asked to address classes. Chart H gives an indication of this interaction in Brooklyn schools. In addition, School/Neighborhood Workers counsel parents by telephone, home and office visits. Each worker keeps a daily log documenting his/her activities. Records of interactions are kept; however, they do not reflect the total picture, since telephone consultations may not be recorded. One hundred seven (107) schools were visited; seventy face-to-face contacts were made. The following is an excerpt of a case history taken from the records of a School/Neighborhood Worker:

> Three half-hour conversations with a mother of two Native American children from City Island. One child is multiply handicapped and the other child is having problems adjusting to school. Worker followed up with the school's guidance counselor and the boy was placed in a special class. The boy was invited to come to the Center.

CHART H

Representative Sample of one School/Neighborhood Worker's Contacts with Brooklyn Schools

School	Contact Person	Activities	Follow-up
1. PS 270	Principal	described program, left materials, applications	called parent to discuss problem
2. PS 294	Principal & Guidance Counselor	described program, posted information on bulletin board	send materials to students identified
3. PS 678	Principal & Students	described program	8 students identified not on survey. Completed applications received from 2 students
4. PS 194	Principal	informed that student identified on survey had transferred to another school	
5. PS 119	Principal	one student identified given material	application returned; student will begin attending classes
6. PS 161	Principal	student given material and application	principal requests a presentation be made at his school
7. Eastern District H.S.	Chairman of Guidance Dept.	described program; left materials	materials will be used in Social Studies classes
8. PS 321	Principal & Parent	held discussions; left materials	call

School	Contact Person	Activities	Follow-up
9. James Madison H.S.	Asst. Principal	described program; distributed materials	call Asst. Principal; will conduct another survey
10. PS 240	Principal	explained program, how staff can aid in developing a Native American Curriculum	call

G. Curriculum Development

Program staff has designed a curriculum guide consisting of ten units on Indian life. Curriculum covers the various nations, regions and language groups throughout the country. Each unit contains:

Objectives

Questions

Lesson Outlines

Bibliography

Special efforts have been made to codify Indian ethnics and values. This curriculum is utilized as a basis for history/culture and craft classes taught at the Center, and is available for public school teachers.

H. Resource Center

The resource library, housed at the 10 East 38th Street location, contains approximately 400 volumes on and about Native Americans. In addition to being able to use these holdings, anyone may receive verbal information by calling or visiting the Center. Children and adults from all over the City, as well as many visitors to the City, visit this resource Center. The library is actively utilized by students attending classes at the Center, doing research

for school, or for personal fulfillment.

Fifty-four persons signed the library's guest book this past year. However, this number does not reflect the students who used the library or the many who did not sign in. Charts I and J give a sampling of some of the categories of users of the library and telephone information service.

CHART I

Sample of Telephone Requests for Information Made to Resource Center

Caller Category	Request
Reader's Digest	information on the Shawnee
Harcourt Brace Publishers	information on Buffy St. Marie
BIA (Bureau of Indian Affairs)	reservations in California
Engineer	counting system of Native Americans
Teacher	Assistance with a course she is teaching
Queens College Professor	Guest speaker

CHART J

Library Users

Organization or Category of Users

Students
Teachers
Personal Researchers
WWRL
N.Y.S. Education Department
Asian American Day Care Center
Phelps Stokes Fund

1. Parental Involvement

Parents actively participate in the program on many levels. They participated in Center activities, made use of the Library - resource center, received assistance and guidance from the School/ Neighborhood liaisons, and most importantly, served on the Parents' Committee.

The Parents' Committee is an active advisory board to the program. It approves appointments and oversees the program's activities. In compliance with Title IV guidelines, a majority of members are parents of children who participate in the program, and one member is a high school student. There are eight elected members with a Chairperson and Secretary. The committee has been very involved in the program's functioning, and it holds monthly meetings with staff. On May 1, 1979, the Parents' Committee met with Ms Orta, Chief Administrator of the Board of Education's Office of Bilingual Education (under whose umbrella the Native American Education Program functions). Together they provide support and guidance necessary for the program's flourishing.

In an interview, a parent who is a member of the Parents' Committee expressed her great satisfaction with the program. Although she had grown up on a reservation, and is a member of the Mohawk Nation, she said her children had no idea what life on the reservation was like.

This program affords them the opportunity to learn about their nation. She comes to classes with her two daughters who have participated for three years. She would like to see the program extend its outreach to more children.

Chapter II - Program Goals and Objectives

The following are the goals and objectives of the Native American Education Program as written in the 1978-1979 proposal:

Goal I: To continue to elevate the self-esteem of American Indian students in the New York City school system by instilling in them an appreciation and an in-depth knowledge of their ancestral heritage.

OBJECTIVE	IMPLEMENTATION STRATEGY
1.1 To codify for purposes of instruction, Indian ethics and value systems and to incorporate these value systems as the basis component of the instructional program.	1.1 Research through direct contact with regional representatives of the Northeast, Northwest and Plains Indians for the purpose of determining commonalities and variations in the value systems (See also reference to Resource Center activities.)
1.2 To encourage a target population of American Indian students (150) to develop and maintain an awareness of their cultural identity.	1.2 Classroom instruction in the history and culture of American Indian tribes to develop awareness and pride in American Indian identification.
1.3 To use culture media as a basis for instruction in the history and traditions of American Indians.	1.3 Instruction in traditional music and dance provided by specialists on the staff, students will become aware of regional American Indian mores.
1.4 To instruct students in the methods and cultural significance of traditional crafts as a medium for expanding ethnic awareness.	1.4 To structure classes in the traditional crafts of beading, leatherwork, weaving, regalia-making and other related handcrafts. Instruction will be appropriate to each student's tribal affiliation.
1.5 To establish and maintain an ongoing link with the home environment of American Indian families through periodic inter-visitation as appropriate.	1.5 School/Neighborhood Workers will make home contacts. Dialogue will take place between the program personnel and the students' families.

Goal II: To provide resource capabilities through a center and other collection strategies which will enrich the storehouse of Indian cultural knowledge for staff, students, parents and other interested professionals.

OBJECTIVE	IMPLEMENTATION STRATEGY
2.1 To continue to maintain a facility for the purpose of housing resource materials instructional equipment, and for other related support and activities.	2.1 A resource Center will have the capability of providing access to: a. a library containing books, pamphlets and other American Indian artifacts and materials; b. instructional materials including audio-visual aids, learning kits, and curriculum units; c. Demonstration materials illustrating American Indian crafts, arts and folk lore.
2.2 To provide an operating base for project staff.	2.2
2.3 To conduct investigative research to determine additional sources of authentic American Indian cultural characteristics and to maintain the acquisitions of the Resource Center.	2.3 Additional sources of collectible items for the Resource Center will be investigated through contacts established with: a. Native American specialists; b. agencies and institutions devoted to American Indian affairs; c. local, state and national centers d. City College of New York and other university or professional development institutions.

Chapter III - Assessment Procedures

Evaluation activities included the following:

1. Extensive interviews with staff and participants
2. Observations of various program activities
3. Examination of records including:
   a. daily activity sheets
   b. memoranda
   c. student carfare records
   d. program application forms
   e. resource library sign in book
   f. school/neighborhood workers' case histories
4. Observation, administration of post-test of History/Culture

   (Statistical analysis of these tests was deemed unfeasible in view of the small number of students who had taken both tests and the need to further improve the test. See recommendation number one).

Chapter IV - Results

Evaluation Criteria (as stated in the 1978-79 proposal)

	OBJECTIVE	ACHIEVEMENT
1.1	A description of the selected regional value systems and ethical codes will be assembled for instructional purposes and for use in the Resource Center.	Updated curriculum of 10 units completed, used in instruction and available in Resource Center.
1.2	Administer staff-developed cultural awareness tests prior to and following completion of instruction to determine changes in awareness.	Pre-post history/culture test developed (50 items) and administered orally at the beginning and end of the course. Individual improvement was noted but no significant group difference emerged. (See recom. 1)
1.3	Students will be able to identify at least five traditional dances and recognize and identify musical instruments used by various tribes.	Dance instruction was provided. Students learned the following dances: stomp dance, round dance, rabbit dance, robin dance, and fast war dance. Musical questions were included on the test and many students were able to respond correctly.
1.4	To produce samples in each craft area which are typical of the student's own tribe.	Craft classes were held 3 times a week. Each student was made aware of crafts of his/her nation. The following items were made by students and are displayed: bone chokers, moccasins, leather vests, shawls, beadwork, applique, finger weaving, earrings, fans, hair ornaments

1.5	Staff will visit at least 30 families and 100 schools.	107 schools were visited this year. 70 face-to-face conferences between staff and parents and students took place. In addition, numerous phone conferences took place.
2.1	The effectiveness of the Resource Center will be measured by: a. Number of program staff and students who utilize the facility b. Curriculum materials, audio-visual materials and examples of historical American Indian artifacts utilized by program staff and students.	Over 50 students used the Center regularly as part of classes. 54 persons signed the library's guest book this year. However, many other students and adults used the facility without signing in, and were given information through the telephone answering service. The library-resource center has holdings of approximately 400 books, records, slides, tapes, film and periodicals.

Chapter V - Conclusions and Recommendations

From the data analyzed, including interviews with staff and participants, it is clear that the Native American Education Program has been successful in accomplishing its objectives. In particular, the program has been most effective in its school/neighborhood liaison component, dissemination of information through the resource center and curriculum guides, and its after school instructional program in Native American history and culture. This was accomplished despite the program's operating without a Project Director for six months. This limitation, however, did hamper th xtent of improvement, and record keeping which could have tak ce with full staffing.

An indication of the program's strengths can be in its responsiveness to recommendations made in last year's al-uation:

1. It was recommended that a pre-post test be developed to measure the change in history/culture classes. A picture /oral instrument was suggested. The instructor devised an oral/visual examination which utilized slides and record identifications. The test was administered to students at the beginning and at the end of the course.
2. Expansion of the resource center was recommended. Holdings were increased, and the outreach potential of the resource center was expanded by staff presentation at schools and colleges.

The following recommendations for next year are presented,

based upon this year's evaluation;

1. A further refinement of the history/culture knowledge tool is recommended. Students taking the post-test were observed spending an inordinate amount of time trying to spell the answers. An answer sheet should be developed listing answer choices which the instructor could read aloud at the end of each question. Short quizzes (pre-post) could be developed covering smaller units of instruction. Since students enter the program at various points, only a small number of students remain in the course from beginning to end. Also, the amount of information covered was quite extensive for one test.
2. Tutors should be provided with individual progress forms in order to monitor student skill growth. This will allow the tutorial aspect of the program to be adequately assessed. It also would improve upon the diagnostic-prescriptive potential of the tutorial component, and provide concrete, specific evidence of improvement for students, parents and teachers. Based on the need expressed in the intake forms, this component should be increased substantially.
3. Since students are served from all boroughs, wherever the Center is located, it will be less accessible to some students. Perhaps tutoring, as well as history/culture and craft classes, could be offered after school and on Saturdays alternatingly at a centrally

located school in each borough, particularly in Brooklyn and the Bronx, where large percentages of students reside. The inclusion of additional staff in next year's budget is recommended to allow for this extended outreach.

4. Indian language instruction, which had been offered previously, was not provided this year because of the difficulty in locating a teacher who could be approved by the Board of Education. Taking into consideration the rarity of this skill, articulation between the Board and the staff and Parents' Committee could result in the formulation of realistic standards of competency.
5. A form for easily recording telephone requests and responses would help to quantify data as well as identify prevalent informational needs. Staff members could use this information as a guide in developing curriculum and acquiring materials.
6. The underlying goal of the program is to raise the self esteem of Indian students, parents and staff. However, a simple questionnaire measuring both program satisfaction and needs assessment could be developed and administered to students and parents.
7. The program will be forced to leave its present location in the American Indian Community House in Manhattan. This is unfortunate since the Community House offered an excellent context for the program.

Visitors to the Community House were referred to the Native American Education Program, and the Program's participants could make use of the facilities and social services provided by the Community House. A small museum of artwork by Native Americans is located on the premises. In choosing a new site for the program, the following factors should be considered:

a) that it must serve students from all boroughs, and

b) that it must adequately house the resource center.

8. The network of working relationships among the program's staff, project director, the Board of Education and the Parents' Committee should be strengthened and clarified. The program must become more visible within the Board of Education so that it may become more visible to the Indian population. Discussions involving all parties should include the following issues:

1) improvement in the system of identifying the Native American population in City schools

2) program publicity

3) dissemination of curriculum guides to school teachers, and perhaps mandatory inclusion in the curriculum.

9. In selecting new staff to fill the vacancies (particularly that of Project Director) it is important that the Board of Education and the Parents' Committee select personnel who are knowledgeable about and sensitive to Indian affairs. An asset of the program was that students could identify with the staff who themselves, for the most part, had experienced the problems characteristic of urbanized American Indians. The Project Director must serve as a link between the program and the Office of Bilingual Education and must be accountable to the Parent's Committee. If the Project Director is to maintain an office separate from the site, it should be specified in the job description what percentage of time should be spent at the main site.

The Native American Education Program has demonstrated in its four years of existence that it is a valuable vehicle for providing services mandated by Title IV legislation. The need is clear; the delivery and nature of services are complicated by the population's diversity and dispersion throughout the City. Given support and direction from the Board of Education and the Parents' Committee, and the continuation of a dedicated staff, the program should continue to develop and to fulfill its mission.